

**Transition and beyond:**

**Supporting students to learn English and  
use English to learn through RaC and STEM education**

**C.C.C. Chuen Yuen Second Primary School**

# Background

Curiosity

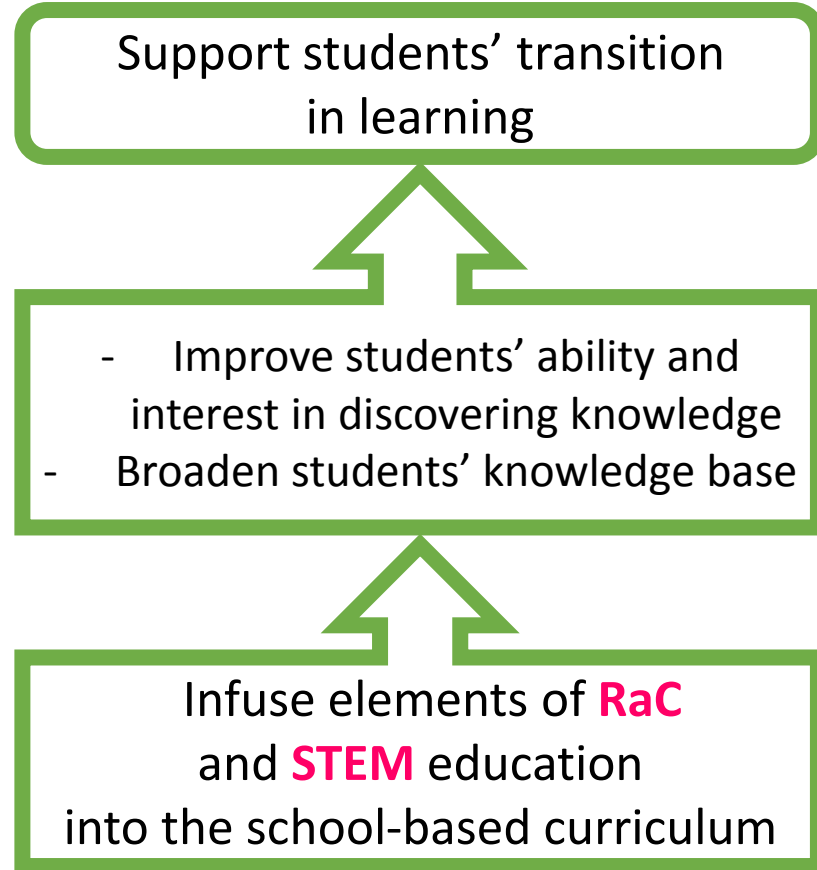
Creativity

Love for learning

School concerns

Observation

Openness



- Existing practice: Design a unit plan and a booklet for all the units and infuse the following into each unit:

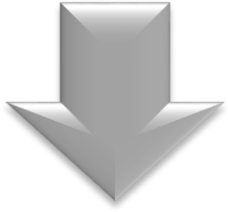
- RaC (MRE)
- STEM education (MRE)
- Values education (MRE)
- e-Learning (MRE)
- SDL (MRE)
- 13 HOT skills



At least one

## KS1 to KS2

Challenges	Coping strategies
1. Grammar, vocabulary and language skills getting more complex	- Design tasks which enable students to practise and apply more complex knowledge and skills in an <b>integrative</b> manner
2. Requiring more HOT and analytical skills in learning	- Teach more <b>advanced</b> knowledge and skills in lessons and provide opportunities for students to apply them
3. Students are expected to learn more independently	- Vary learning modes to provide opportunities for students to discover knowledge by themselves (e.g. SDL, <b>RaC</b> , life-wide learning, project, <b>STEM education</b> )
4. Students are expected to read a variety of print and non-print texts in a wide range of text types	- Provide <b>wider exposure</b> to text types (fiction, nonfiction, content subject texts, multimodal texts)
5. P4 students need to make more decisions for themselves and for people/community around them	- Discuss more values laden issues (e.g. self-esteem, care for others, environmental protection)
6. P4 can be an emotional time	- Improve self-esteem and self-recognition (e.g. reading materials on self-esteem, avoid embarrassment in learning through sharing problems with puppets )



KS1



KS2

# ‘Literacy across the curriculum programme’ in P3

- Launch ‘Literacy across the curriculum programme’ in P3 (supported by PEEG)
- Collaborate with General Studies
- Three units/modules:
  - Term 1: Food (GS: healthy eating)
  - Term 1: Let’s go shopping (GS: Be a smart spender)
  - Term 2: Leisure activities (GS: Cultural inclusion – food and activities)

# 'Literacy across the curriculum programme' in P3

**GE  
component**



- Components of each module:
  - Unit plan + booklet to complement textbook content
  - Home reading booklet:
    - Include fiction, nonfiction, RaC texts (if relevant to the topic), multimodal texts, e-resources
    - Cover target reading skills
    - Support writing (at least one text related to the unit writing task in terms of text type or topic)
- In-class readers on the same theme taught by NET

**Reading  
Workshop**

## Focus of P3 module

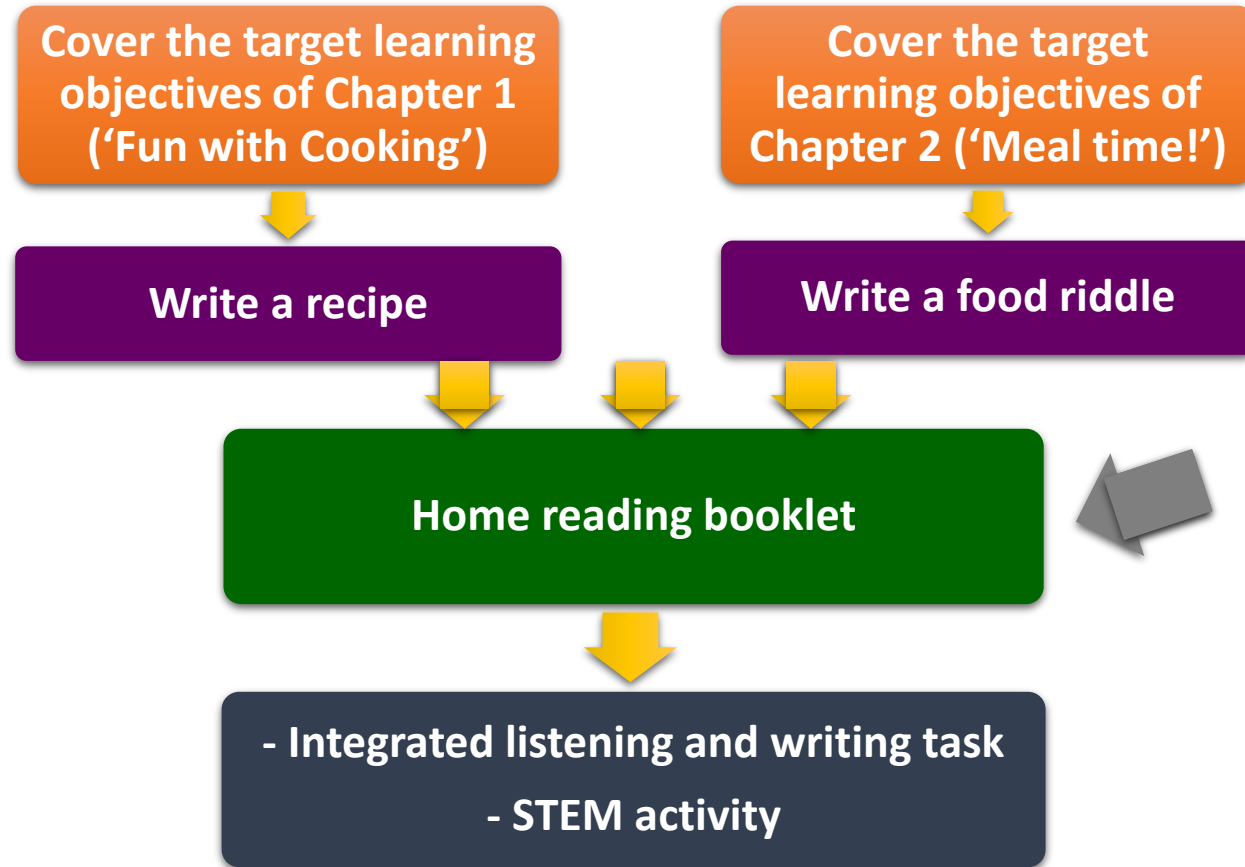
- ‘Literacy across the curriculum programme’: ‘Food’ module → How to meet cognitive and linguistic needs



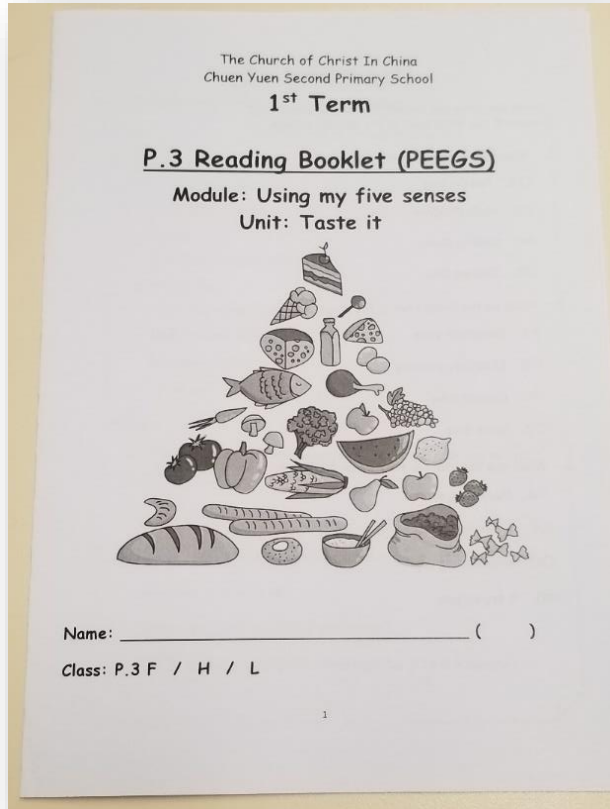
# P3 'Food' module

- Topic: Food and drinks (2 textbook units)
- Learning objectives:
  - Ch 1: Vocabulary about food and drinks, sequencing words, imperatives, object pronouns
  - Ch 2: Countable and uncountable nouns, there is/isn't, there are/aren't, some/a lot of/any
- Main writing tasks:
  - Ch 1: Recipe (procedural text)
  - Ch 2: Food riddle

# Brief learning and teaching flow of the food module



# P3 home reading booklet – ‘Food’






- Relate to the two textbook units on food and drinks
- Recycle target vocabulary on food and drinks
- Cover different text types and reading skills

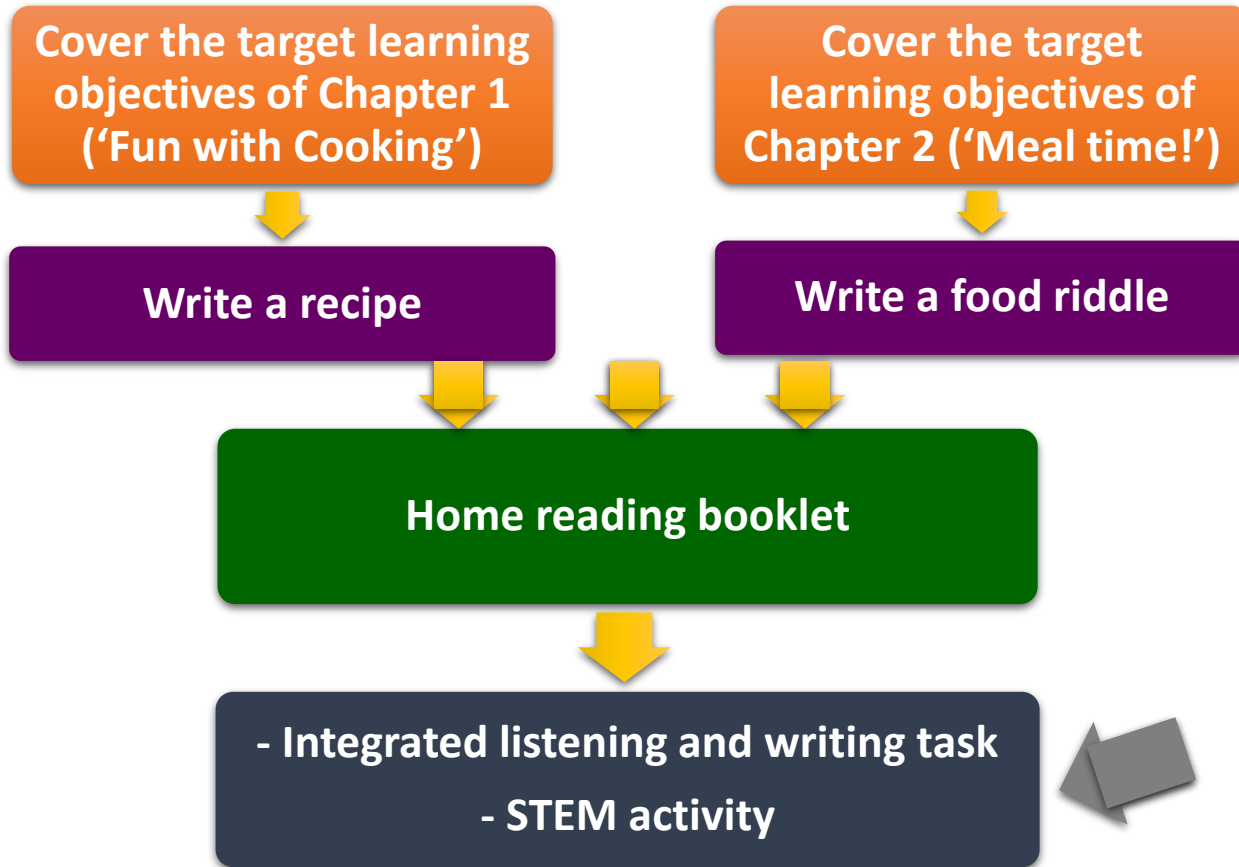
## KS1 to KS2

### Challenges

### Coping strategies

1. Grammar, vocabulary and language skills getting more complex	- Design tasks which enable students to practise and apply more complex knowledge and skills in an <b>integrative</b> manner
2. Requiring more HOT and analytical skills in learning	- Teach more  <b>advanced</b> knowledge and skills in lessons and provide opportunities for students to apply them
3. Students are expected to learn more independently	- Vary learning modes to provide opportunities for students to discover knowledge by themselves (e.g. SDL,  <b>RaC</b> , life-wide learning, project, <b>STEM education</b> )
4. Students are expected to read a variety of print and non-print texts in a wide range of text types	- Provide  <b>wider exposure</b> to text types (fiction, nonfiction, content subject texts, multimodal texts)

# Brief learning and teaching flow of the food module



# P3 STEM activity related to the 'Food' module

## Integrated listening and writing activity

1. Listen to the teacher and fill in the blanks in Part A and Part B.
2. After doing the bread test, complete Part C and Part D and write a health tip.

Step 1: Complete the listening component

Does bread contain food additives?  
How should we choose our bread?

### A. You need:

1. Bread A
2. Bread B
3. Homemade bread
4. Plastic \_\_\_\_\_

### B. Steps:

1. First, put Bread A into a plastic bag.
2. \_\_\_\_\_, put Bread B into a plastic bag.
3. Put the homemade bread into a plastic bag.
4. Label the plastic bags.
5. Wait for \_\_\_\_\_.

Related to target learning objectives – food words, imperatives, sequencing words

Step 2: Do a bread test  
Step 3: Observe after a few days

Do the test by following the procedures

Put homemade bread and 2 other brands in plastic bags

Observe and discover things by themselves

**C. Results:**

1. There are \_\_\_\_\_ spots on the homemade bread.
2. There \_\_\_\_\_ on Bread A.
3. There \_\_\_\_\_.

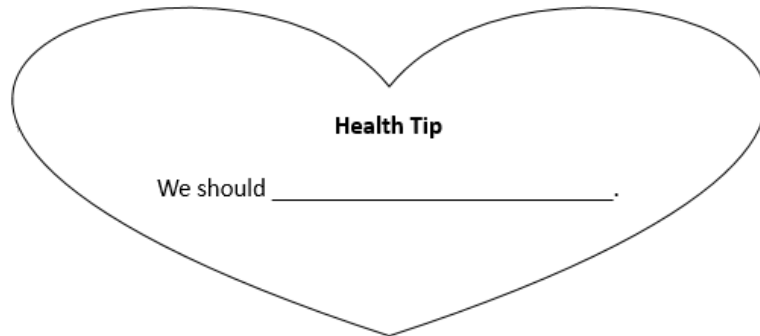
**D. Conclusion:**

1. There \_\_\_\_\_ a lot of chemicals in \_\_\_\_\_.

Step 4: Report observation

Step 5: Draw conclusion

Step 6: Come up with health tips



**Target learning objectives,  
e.g. 'There is/are...'**



## Expected learning outcome




More mold → no/fewer chemicals → healthier

Less mold → more chemicals → more unhealthy

## KS1 to KS2

### Challenges

### Coping strategies

- |   |  |
|---|--|
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| 2. Requiring more HOT and analytical skills in learning   | - Teach more  <b>advanced</b> knowledge and skills in lessons and provide opportunities for students to apply them   |
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| 4. Students are expected to read a variety of print and non-print texts in a wide range of text types | - Provide <b>wider exposure</b> to text types (fiction, nonfiction, content subject texts, multimodal texts)   |

KS1



## Focuses of P4 module

- Module on favourite food and drinks →  
How to meet cognitive and linguistic  
needs

# P4 'Food and drinks' module

- Topic: Food and drinks (2 textbook units)
- Learning objectives:
  - Ch 3: Vocabulary about food and drinks, quantifiers, comparatives and superlatives
  - Ch 4: Dish names, 'What would you like? I'd like...', 'Which would you like, A or B?', comparatives and superlatives
- Main writing tasks:
  - Ch 3: Survey report (the most popular snacks/drinks)
  - Ch 4: Picture story (dining in a restaurant)

# Brief learning and teaching flow of the food and drinks module



## P4 STEM activity related to the 'food and drinks' module

How does what we eat/drink affect our teeth?

Step 1: Read an RaC text on tooth protection after learning about popular food and drinks (including snacks and soft drinks) in the module

### Drink test

#### A. My guess:

Which is the best drink for our teeth?

I think \_\_\_\_\_ is the best and \_\_\_\_\_ is the worst.

#### B. You need:

1. Cola
2. \_\_\_\_\_
3. \_\_\_\_\_
4. Plastic \_\_\_\_\_
5. Eggs
6. Covers

#### C. Steps:

- Wait for one or two day(s).
- Then, pour the drinks into the plastic cups.
- First, put one egg into each plastic cup.
- Next, cover the plastic cups.
- Then, label the plastic cups.
- Finally, take the eggs out of the plastic cups.

Step 2: Make smart guesses based on the reading text

Step 3: Complete the listening component



**Step 4: Do a drink test/  
an egg test**

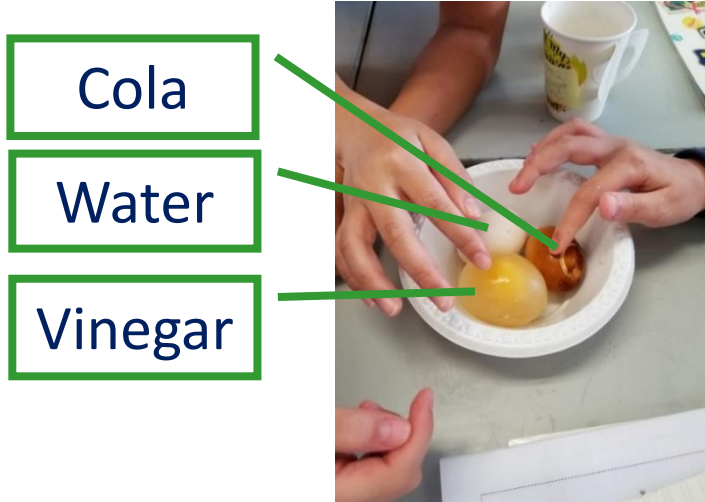
Do the test by following the procedures

Put eggs in 3 kinds of drinks

After a few days...

Step 5: Revisit vocabulary/language

Observe the eggs



Observe and discover things by themselves

**D. Results:**

Which egg is darker? Which egg is softer?

1. The egg in \_\_\_\_\_ is \_\_\_\_\_ than the egg in water.
2. The egg in \_\_\_\_\_ is the \_\_\_\_\_.
3. The egg in \_\_\_\_\_.

Step 6: Report  
observation

**Related to target learning  
objectives – comparatives  
and superlatives**

**E. Conclusion:**

Which is the best/worst for our teeth?

1. \_\_\_\_\_ is the best drink.
2. \_\_\_\_\_ is \_\_\_\_\_.

Step 7: Draw conclusion

**Think 🛎:**

If it is the worst for our teeth, is it healthy to drink it? Discuss.

**Health tips:**





1. We should \_\_\_\_\_
2. We should not \_\_\_\_\_

Step 8: Come up with health tips

## KS1 to KS2

### Challenges

### Coping strategies

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L/T activity	P3	P4	How to enhance a smooth interface
Integrated task	Listening and writing	<u>Reading</u> , listening and writing	Promote integrative language use
STEM activity	Bread test <u>Discovery</u> <u>Observation</u>	Drink/egg test <u>Independence</u>	<ul style="list-style-type: none"> <li>- Encourage different learning modes</li> <li>- Increase task complexity</li> </ul>
Reading materials	Home reading booklets <u>Broaden knowledge base</u>	Extended reading	Increase reading exposure

Improve students'  
ability and interest in  
discovering knowledge

Broaden students'  
knowledge base

Transition and beyond

**Learn  
English**



**Use English  
to learn**